

4-27-2011

## Minutes, Arts & Sciences Faculty Meeting, Wednesday, April 27, 2011

Arts & Sciences Faculty  
*Rollins College*

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**Approved Minutes**  
**Arts and Sciences Faculty Meeting**  
**Wednesday, April 27, 2011**  
**12:00 – 2:00pm**  
**Galloway Room**

Members present: Joshua Almond, Ilan Alon, Mark Anderson, Gabriel Barreneche, Pedro Bernal, Bill Boles, Rick Bommelje, Dexter Boniface, Wendy Brandon, Sharon Carnahan, Gregory Cavanaugh, Jennifer Cavanaugh, Julian Chambliss, David Charles, Martha Cheng, Daniel Chong, Ed Cohen, Gloria Cook, Daniel Crozier, Denise Cummings, Mario D'Amato, Alice Davidson, Don Davison, Joan Davison, Nancy Decker, Kimberly Dennis, Lewis Duncan, Susan Easton, Hoyt Edge, Marc Fetscherin, Richard Foglesong, Julia Foster, Christopher Fuse, Greg Gardner, Laurel Goj, Ted Gournelos, Kevin Gray, Yudit Greenberg, Eileen Gregory, Kevin Griffin, Mike Gunter, Dana Hargrove, Fiona Harper, Paul Harris, Karen Hater, Scott Hewit, Alicia Homrich, Gordie Howell, Elizabeth Hunt, Richard James, Jill Jones, Ashley Kistler, Steve Klemann, Philip Kozel, Susan Lackman, Carol Lauer, Barry Levis, Susan Libby, Richard Lima, Lee Lines, Jana Mathews, Dorothy Mays, Cecilia McInnis-Bowers, Margaret McLaren, Matilde Mesavage, Jonathan Miller, Robert Miller, Susan Montgomery, Bob Moore, Thom Moore, Ryan Musgrave Bonomo, Steve Neilson, Rachel Newcomb, Marvin Newman, David Noe, Alan Nordstrom, Jim Norris, Kathryn Norsworthy, Socky O'Sullivan, Thomas Ouellette, Derrick Paladino, Twila Papay, Kenneth Pestka, Alberto Prieto-Calixto, Jennifer Queen, Paul Reich, Bob Reinauer, Charlie Rock, Dawn Roe, Don Rogers, Scott Rubarth, Emily Russell, Samuel Sanabria, Marc Sardy, Judy Schmalstig, Eric Schutz, Bob Sherry, Rachel Simmons, John Sinclair, Eric Smaw, Bob Smither, Cynthia Snyder, Steven St. John, Paul Stephenson, Bruce Stephenson, Claire Strom, Kathryn Sutherland, Bill Svitavsky, Eren Tatari, Zeynep Teymuroglu, Lisa Tillmann, Patricia Tome, Gio Valiante, Robert Vander Poppen, Martina Vidovic, Rick Vitray, Anca Voicu, Susan Walsh, Jonathan Walz, Tonia Warnecke, Debra Wellman, Yusheng Yao, Jay Yellen, Wenxian Zhang

Guests: Sharon Agee, James Zimmerman, Jonathan Frederick Walz

- I. Call to Order - The meeting was called to order at 12:25 PM
- II. Approval of Minutes - The minutes of the March 24, 2011 meeting of the faculty were approved.
- III. Recognitions
  - A. McKean Award – Joyner explains the McKean Gift offers faculty members a once in a lifetime opportunity to achieve exceptional goals through a \$15,000 award. She states this year's jury read eight excellent proposals and selected Professor Lisa Tillmann's submission to create a film with students "Documenting Politics and Economics of Body and Food."

B. Cornell Distinguished Faculty Award – Wellman states “the Cornell Distinguished Faculty Award was established by the Board of Trustees of Rollins College in 2004 in honor of Rollins’ beloved alumnus and longtime trustee George Cornell, whose generous bequest made the award possible. Each year the award recognizes exceptional professional accomplishments in at least two of the three primary areas of professional responsibility including teaching, research or service. Cornell Distinguished Faculty hold their title for three years.” She announces this year’s recipient is J. Davison.

C. Diversity Award – Joyner explains the President’s Award for Diversity is bestowed upon a member of the community who best exemplifies qualities of diversity and inclusiveness. Joyner states this year’s recipient has dedicated two decades of commitment at Rollins to diversity through teaching, scholarship and service. Her efforts include work on women and development, farmworkers, and gender identity. Joyner announces the award for Professor McLaren.

D. Marvin Newman – Bommelje toasts retiring Professor Marvin Newman for his four decades of teaching, legendary courses with endless waitlists, and dynamism in the classroom. Bommelje states his first experience with Newman was as a student. He notes Newman challenged his lack of preparedness for class and Bommelje came appreciate Newman. They subsequently worked together as colleagues in the department even team teaching a course. Bommelje concludes wishing Blake Newman well.

E. Erich Blossey – Foglesong announces Professor Blossey is unable to attend the meeting, but will be at the celebration from 5:30-7 tonight. Foglesong states he admires Blossey for his collegiality, commitment to faculty, and belief faculty, not administrators know best.

F. Gordie Howell – Wellmann recognizes Gordie Howell for his dedication to teaching and students. She thanks him for his willingness to serve as a mentor and role model to many faculty members. She concludes with appreciation for his role as soccer coach and his involvement with the development of women’s sports.

G. Rick Foglesong – Jones thanks Rick for service his two years of service as president of the faculty. She expresses appreciation for his efforts to maintain faculty voice in shared governance.

#### IV. Governance Reports:

- A. AAC – Levis announces AAC’s final meetings addressed small changes to majors, IT’s treatment of courses on Blackboard, and external evaluation of departments. He notes that AAC and EC express concern regarding the potential cost of external evaluation. Levis explains AAC did not complete consideration of changes to INB major as it received the major proposal late in the year, and could not consider the issue at the last meeting because no member of INB attended. Levis also notes that no one in the administration discussed the changes with AAC.
- B. PSC – Strom announces feedback to administrators has been completed and wishes to thank Libby, T. Moore and Fetscherin

for hard work on the issue. Strom notes the feedback response was not great, but Hater already has responded, and Duncan might respond. Strom states a pilot program for a proposed new procedure for faculty evaluation has been created, and Zimmerman will send an announcement of explanation to faculty members. She concludes that PSC's proposed bylaw changes are on hold as the committee decided it needs to think more fully about its proposal in light of faculty members' comments as well as potential structural changes. Strom states therefore PSC believes further consideration of the issue is necessary and PSC is pulling the changes to the bylaws.

- C. F&S – Easton notes a complete new committee is organized and a transition meeting is scheduled for next week. The upcoming meeting will focus on concepts and understandings of transparency.
- D. SLC – Boles presents an update on housing. He states that ROC is given an extra year to get its house in order, and now probation is lengthened to two years. Boles explains the Code of Conduct, which is updated each year, was changed so that for alcohol violations the ratio of the quantity of alcohol to the number of students will be considered as well as the proximity of students to alcohol. Boles announces SLC efforts to respond to dietary needs of student-athletes including extended hours of dining service and improved quality of food in Dave's Downunder. Boles concludes that the SLC began a discussion of bullying and next year's SLC will continue this conversation.
- E. EC - Foglesong states it is so much fun to be president. He then suggests given the importance of Duncan's announcement, he believes the faculty should change the order of business and permit Duncan to speak. No one objects.

V. Old Business - none

VI. New Business –

A. Announcement – Duncan announces the commencement speaker for Holt is Terry Teachout, a frequent luminary of the Winter Park Institute. He announces the A&S speaker is Eduardo Padron president of Miami Dade College. Honorary degrees will be bestowed upon Padron and Edward J Olmos, actor and activist. Duncan states there are upcoming changes which he intends to take to the Board of Trustees, but these are not official changes until the Board approves. Duncan notes the changes have come from discussions with new Provost Carol Bresnahan. He explains there are two principle changes, the first comes from the faculty proposal on the Dean of Student Affairs undertaken last fall as well as concerns about retention and graduation success. This change creates a Vice President for Planning and Dean of the College. He notes this change institutes a structure comparable to what exists at other institutions. Duncan explains he is uncertain what offices will report to the Vice President but it will include student affairs, athletics, counseling and career services. He states the position will complement, but not encroach on the provost's position. He highlights the importance of focusing upon

planning and the long term perspective of the college. Duncan announces the second substantial change is due to tensions between pre-professional programs and liberal arts, particularly with regard to INB, the largest major in the college. He expresses rising concern shared with the INB faculty members whether the department can offer a quality curriculum and satisfy concerns of reaccreditation. He notes he must protect INB and Crummer. Duncan continues he intends to establish a school of pre-professional liberal studies with INB, Communication and Education. He explains this will require bylaw changes and a new, full set of all faculty bylaws. Duncan says he will convene committees to consider the necessary substantive changes. Rubarth thanks Duncan for announcing these changes at the end of the semester, rather than merely implementing the proposals during the summer. Lines asks how these changes affect students in different schools. Duncan responds the changes are organizational and seamless. Tillmann states the proposals seem to be major structural change and asks what exactly is the problem. She comments the proposed solution to deal with economics and INB seems to be a bulldozer when a rubber mallet might be sufficient. Sardy says Levis' AAC report is Levis' characterization and is misleading. He notes AAC constantly changed its plans and impeded INB's progress. He explains Levis misrepresented the process, participants and outcomes including the change in meeting not communicated in time for INB to be available. Hence sending someone to find us as we were not given time to modify our schedule. Duncan says the most positive step forward is some separation, but agrees this is a substantial solution to problem. D'Amato asks to which school students apply for admission, and whether an all-college mechanism will deal with these issues and preserve the breadth of the liberal arts. Carnahan says with her McKean colleague she wonders what the major issue is; she notes she has heard his comments but hopes he can explain the problem in 100 words or less, and placed in a plain brown wrapper. Duncan responds it is not a single incident or cause, but a culmination of many years in which preprofessional programs are treated as second class citizens. Levis states AAC did change a meeting date, but he asked INB to send someone to attend, and even looked in INB offices for a department member when the meeting began. Levis then asks about the costs for a new Vice President, new dean, new school and supportive staff. Levis notes this is a period of financial difficulty and the decision does not seem fiducially sound. Levis concludes it seems like a huge waste of resources. Duncan responds that is fair statement, and says that the Dean of the College is just an accumulation of offices in an effort to increase retention which is necessary. O'Sullivan states he is stunned; he notes the president began with initial comments that wish to restructure and add a vice president to make us look more like a national liberal arts school, but then presents a proposal to restructure to look like a university. O'Sullivan states Rollins is unique because of the inclusion of liberal arts in pre-professional. He expresses concern about administrative expansion with deans having deanlets and deanlets have deanlings. He notes each school will have its own curriculum. O'Sullivan states he understands INB and Economics can be difficult, but that the larger issue is consultation. He emphasizes that across his years at Rollins, this is the first time a major change has been announced rather than consulted. He expresses concern that committees will be established only for implementation. O'Sullivan says he believes in evolution

and change, but the president needs to engage and discuss, not simply announce. He concludes Duncan has not had a broad discussion with faculty and he has chosen to reject the faculty who are responsible for the curriculum. Duncan acknowledges this is a good point, but that full consultation was held with the faculty members of those departments included in this change, and is being recommended to the Board of Trustees with their support. McInnis-Bowers says this is tough; she explains her area is not just INB, but scholarship in higher ed and the blending of programs. She states this decision seems to admit that you can't blend the liberal arts and pre-professional programs. She elaborates that INB has entrusted faculty members of various departments to own and shepherd its curriculum, but she hears comments such as if not for economics then there is no rigor. McInnis-Bowers says INB does not hold much voice in AAC, and there is a second class nature to pre-professional issues. She elaborates that INB represents a minority and the majority does not get it. McInnis-Bowers explains she does not favor making a change due to accreditation, but seeks openness to change and the need for a quality program for both accreditation and the benefit of students. She suggests such changes are required and all INB asks is to eliminate some courses. She notes experts disagree, but many experts believe pre-professional programs do uphold the liberal arts. McInnis-Bowers concludes the current situation, however, creates a condition in which INB cannot live up to the mission and the needs of students and curriculum. McInnis-Bowers then states point two is most students desire pre-professional programs but also need the liberal arts. J Davison expresses concern with the emphasis upon pre-professional programs and INB as a pre-professional program because when the major was approved it was approved as a liberal arts major. She reads from the minutes of the 12/11/97 meeting and the INB major proposal: "a new liberal arts undergraduate major in International Business...to study international business from a liberal arts perspective...The International Business major will be taught from a broad liberal arts perspective, rather than a narrow careerist point of view. The faculty will be interdisciplinary...The International Business program must be governed by an administrative unit in Arts and Sciences...Since the mission of the International Business major is to provide and interdisciplinary liberal arts approach to the study of international business, there must be liberal arts faculty involved in the governance of the program to insure quality." Rogers says three issues exist – one, statements made, some meant and some still meant, embrace liberal arts, and compared to other programs we are more liberal arts than normally found in business programs; the second point is of course there are some changes in 15 years, but so too the mission of the college has changed and the mission now says we are not just preparing people for life, but for productive careers and the best preparation is business oriented; the third point is we do teach a liberal arts program and take a broad perspective, but the meaning of liberty and liberal arts is to prepare people to make decisions for self and the new program will accomplish this preparation while offering courses from fifteen different departments. Duncan explains the classic conception of shared governance gives more weight to some stakeholders than other and AAUP says administrators should confer with faculty who most are affected by a decision; he elaborates his focus is upon INB, and the other affected departments, not the A&S faculty as a whole, for this decision. Lauer concurs the notion to



confer is critical, and a real question of shared governance exists, but this decision takes the rest of the faculty out of the process and ignores the principles of shared governance. She mentioned the position of the Dean of the College previously existed, and the person appointed to that position had to be confirmed by the faculty. She asks whether the Dean of the College and the interim dean of A&S will be confirmed. Duncan responds the Dean of the College nomination will not come back to the faculty. Lauer then asks about his concern with SACS accreditation and losing accreditation due to the lack of faculty governance. Edge states this issue is not about the INB major. He elaborates he respects the right of each faculty member and departments to approve curriculum. He states, "I weep for the college; I have served under three presidents, all with strengths and weaknesses, and all have led faculty in difficult discussions, and over the years we have made tremendous progress." Edge then cautions, adding pre-professional programs in the name of money and students will lose that which is unique about Rollins and our understanding of the liberal arts. Foglesong asks about a possible school of performing arts, and Duncan responds there is no such proposal going before trustees next week but since we will revise the bylaws anyway it is perhaps in our interest in considering this school as well. Duncan continues such a change will not come from the administration but from faculty in those areas. Rock says as a member of economics he is emotionally blindsided because the ship has sailed. He notes, "I agree with many of the strong criticisms already made but I'll comment quickly on just 3 things since I have a thesis to go to momentarily at 2pm: (1) Emotionally....It seems quite disrespectful to propose something like curricular & majors' changes as a *fait accompli*; this is especially so to Econ since INB people have been blaming their troubles on disrespect shown by the Economics department, but we in economics have never even been consulted on this particular new proposal that is occurring outside of the normal AAC process. (2) Financially—I spent all morning pouring over Rollins' financials, especially the IRS 990s which led me to the conclusion that there was a lot of budgeting that implied bad things, incompetence and mismanagement and certainly misallocation of resources from my viewpoint. The INB problem seems like a tempest in a teapot. (3) Ideologically— INB has been like a barnacle on our boat where we have been working for years on significant and student-centric reforms of our own major. I would like the faculty to get all the paperwork that they submitted to AAC and Eco and see who the faculty agrees with on the value of the changes INB proposes that would eliminate economics entirely from their major. But INB reforms are, for me, a "win-win," since if INB goes off to some other new and brighter place, I'll never have to interact with them again. I have to go to chair this thesis defense, so excuse me." Lines offers the constructive suggestion of considering any chance to find a solution. He states it seems so crazy to fracture the college; he suggests convening a small group of people who are not intimately involved to find a solution; Newcomb expresses concern about students and questions treatment of students across departments and schools given the creation of a new school and possible animosity. She wonders if faculty members might not let students into courses. Harris states he feels like Jerry Springer and does not know whether or not he supports the proposal. He questions whether the new understanding of shared governance means faculty control the curriculum and the administration controls all else.

He then suggests this is not an organizational issue but curricular. Tillmann says it is very interesting that we have heard nothing from colleagues in Education and Communications, but she wishes they will speak. She also states the notion of these programs as pre-professional programs is questionable as Education is professional and Communications is liberal arts. She elaborates that CMC is more pre-professional than Communications. Tillmann then asks, were you consulted and are you excited. Wellman responds her current role is outside of Education but in August of last year her appointment frequently was questioned because she was from Education. Hewit states he has been here 17 years and stood up maybe once at a meeting, and this is not his strong suit. He answers he was consulted, and he has observed similar governance models at other schools which have been productive for programs that are more career oriented. Hewit elaborates change is not always easy, and Education has very terrific relations with faculty in some departments which he does not see that changing. He notes he believes the abruptness of the proposal is problematic, but the positive potential down the road and the benefit for external accreditation which drives the program leads him to look forward to long and healthy relationship across disciplines. Norsworthy echoes O'Sullivan, and states that she was involved in the last strategic planning process as a member from Holt and strongly advocated for having the Counseling program fully centered in A&S and the liberal arts. She explains the liberal arts informs the Counseling program and its courses; she suggests only through ongoing relationship and collaboration can we continue to understand one another. Norsworthy extends empathy to INB and Education because she understands their slightly different areas of focus, but cautions that the reality is the more we divide and separate, the more we weaken the institution and its mission. She observed that after a year on FEC, she realizes that even within the core liberal arts programs significant differences and diversity exist among the disciplines. Norsworthy suggests we are addressing interpersonal collegiality issues through structural changes and the creation of silos further divides us and prevent people from working together. She echoes Lines' earlier suggestion to bring people together to work out the issues, and appeals to Duncan to reconsider his decision. Schutz states the comments of Rock are not representative of economics, and in fact economics is like cats, difficult to herd. Schutz notes the single issue is a course about economic history of West, and says to Duncan, "you want to resolve tensions between departments, but INB already is welcomed aboard as part of liberal arts college; you, however, are going to unmake it; you are going to unmake it – just you; and creating this school will not resolve tensions." Schutz continues, "In these three affected majors, as we the Rollins faculty had brought them into the liberal arts over the decades, there would always necessarily be tensions, but you want to reverse all that in a single autocratic stroke in order to resolve, i.e., erase, those tensions - yet without those very tensions these will not be liberal arts majors and this will not be a liberal arts college, as others have already commented: no tensions, no liberal arts." Sardy states nothing said or done will change relationships between faculty. He acknowledges the plan is a bold change, and Duncan is taking a strong step. Sardy emphasizes structural issues as well as interpersonal issues exist. Sardy also comments that Davison's reading of the previous minutes excludes information and minutes that when INB was instituted it was a time



of economic constraints with low enrollments and consideration of program closures, and INB's presence has helped change the situation by dramatically increasing the student body size and college solvency. Foglesong suggests an EC meeting tomorrow, and possibly another faculty meeting to address the issues. Easton says she cannot represent her department, but rather only herself and perhaps she feels differently than others in the department. Easton explains she does not see a separation between Communication and the liberal arts, but the bigger problem is about decision making and the process to create the new school. Joyner responds she is a little surprised by Easton's statement as Easton made a most impassionate plea that she felt like a prisoner of war for so long within A&S. Joyner insists Gardner and Bommelje were in her office and can attest to Easton's assertion. Easton responds her primary concern was about blended learning in Holt, and advancing the possibility of blended learning. Easton elaborates the situation places her in a difficult and tenuous position with new reporting structures, and the whole idea was presented in two meetings. Bommelje acknowledges he spoke with the provost; he notes that although he teaches communication, his degree is not in communication. He explains every new dean and provost asks why Communications is a minor in A&S and a major in Holt, even though peer and aspirant institutions have the major. Bommelje concludes that if this structure lets them have a major then he supports the structure because he desires a major. Strom states she has a comment and question about shared governance and approval of the new VP position. She comments the faculty approves the Dean of Student Affairs and the Dean of Admissions and it seems they have the right to approve a new Dean of the College. She urges Duncan to consider conferring with the faculty. Strom asks about the committee to implement these changes and whether they will be elected. She states they should be elected by the faculty. Duncan responds they will be appointed. Carnahan states Seymour said faculty should not do anything important at end of April because faculty members are bears. Carnahan then says, "this room is solid gold but is being treated like pewter." Carnahan states she does not wish to see the ouster of INB; she expresses her esteem for faculty in Education and Communications. Carnahan then states, "I encourage you, Lewis to put off this decision for a year, and to provide time for discussion." Levis comments Rock previously was out of hand, but throughout the deliberation process on INB, other people have been out of hand, sometimes INB members were out of hand, and sometimes both departments were out of hand. Levis states he tried to get people to work out differences, but the Dean was not sufficiently coercive to require economics to offer macro and micro for INB. Levis also suggests as did Lines that perhaps people outside both departments can resolve the issue. He concludes AAC had proposal that would pass without a murmur. Jones says Carnahan got a good handle on pure gold in the room and believes there is a need to trust the faculty. Jones asks, "Lewis give this a try." She continues, "Lewis, Laurie and Deb are not trusting faculty." She concludes this is not good for us; one more dean and less voice for the faculty. Rubarth states he does not know his position and believes we need time to discuss the issue. Rubarth also states he is certain change only works if faculty members buy in. Bommelje says he made the prisoner of war comment as an illustration when Joyner answered the question if Communications could have a major in the new school. He notes he was stunned by the affirmative answer and said

that he felt almost like a POW with liberating guards opening gate and releasing people. O'Sullivan says he respects Bommelje his work with students. O'Sullivan also says the issue of a communication major often arose with administrative support, and then the last provost translated it into CMC which passed. O'Sullivan expresses concern with the extraordinary rapidity of the decision and wonders about lots of new pre-professional programs such as criminal justice and fire-fighting. O'Sullivan suggests since English is not perceived as a shareholder, then they will hear about such new programs as these are added. Yet he states he does not understand why not a stakeholder. He encourages Duncan to take the present and future president and vice president to the Board to present a range of issues and question the possibility of postponing the decision to allow for conversation. O'Sullivan concludes, "Lewis this is an enormous failure on your part." Joyner clarifies she did not state Communications could be a major under the new structure, but rather they could send a proposal to a college committee which would not be the current AAC. Davison asks again about the Crummer option – whether INB can be in Crummer. Duncan says that the Crummer option is not viable as Crummer does not embrace the liberal arts, while INB does not want to be totally business but rather wishes to retain the liberal arts. Duncan answers Rick and Jill satisfy Socky's suggestion of meeting with the Board. Duncan concludes he is not predisposed to defer for a year. Foglesong compliments Duncan for his calm and the faculty for its demeanor. B. Deb Wellman calls forward Richard Lima and presents him with a watch for his 30 years at Rollins. She announces Susan Lackman and Matilde Mesavage also served 30 years at Rollins but both already left the meeting due to exams.

VII. Adjournment - The meeting was adjourned at 2:42 pm.

Respectfully submitted,

Joan Davison, PhD  
VP and Secretary

## ATTACHMENT 1

### Bestowing of a Posthumous Degree

In the case of the event of a student dying before finishing coursework at the college, a posthumous degree will be awarded if the student had completed a substantial amount of the coursework required for the major and degree.

#### Procedure:

A posthumous degree can be requested by either the student's family or the department in which the student was a major. The request must first be approved by the major department and then forwarded to the Dean of the Faculty. Upon approval of the Dean of the Faculty and Provost, the Board of Trustees will be asked for final approval.

If the request for the posthumous degree comes from the student's major, the Provost will first confer with the student's family to see if the request is acceptable before the approval process begins.

Upon approval, the degree will either be mailed to the family or presented to them in a private ceremony. The student's name will be included in the Commencement list of graduates.

The degree will be posted on the student's permanent record as follows (example):

Degree Awarded Artium Baccalaureus 8-MAY-2011

Primary Degree

Major: English

Minor: Writing

## ATTACHMENT 2

### CURRENT POLICY CONCERNING ATTENDANCE

#### **CLASS ATTENDANCE**

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between "excused" absences and "unexcused" absences, it must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy. If the student feels s/he must be absent from class for any reason, it is the student's responsibility to confer with the faculty member to determine whether the absence is to be considered "excused" or "unexcused" as defined by the attendance policies. The Office of the Dean of Student Affairs will communicate when students must be absent from campus for hospitalization, family emergencies, or similar contingencies. Students will be responsible for all work missed.

**Proposed Policy (All new material in bold)**

**CLASS ATTENDANCE**

It is the responsibility of the faculty to publish attendance policies for their courses in the course syllabus. If a distinction is made between "excused" absences and "unexcused" absences, it must be conveyed in the attendance policy. At the instructor's discretion, a student's grade may be lowered for failure to comply with the attendance policy.

**Exceptions exist for absences owing to religious observances and college business. If a student misses a class because of either situation, then the student must confer with his/her professor as to how and when the make-up work will be done, which includes the possibility of turning work in early. Absences will be addressed by the faculty member in accordance with his or her attendance policy. A student will not fail a course because the number of religious observances and/or college business absences exceed the number of absences allowed, except if excessive absences make it impossible to fulfill the competencies of the course. The student's class participation grade in the course, though, may be affected.**

**--In regard to absences due to religious observances, students must communicate any attendance conflicts to their professor before the end of the official add/drop period.**

**--In regard to absences due to college business, students must present to their professor written evidence of an upcoming absence as soon as they are aware of the conflict.**

**It is the student's responsibility to discuss with his/her professor how and when make-up work should be completed before missing class.**

If the student feels s/he must be absent from class for any other reason, it is the student's responsibility to confer with the faculty member to determine whether the absence is to be considered "excused" or "unexcused" as defined by the attendance policies. The Office of the Dean of Student Affairs will communicate when students must be absent from campus for hospitalization, family emergencies, or similar contingencies. Students will be responsible for all work missed.